

# Comparative Study and Enlightenment of China-Finland Basic Education System

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**Abstract:** In previous PISA evaluations on different topics, Finnish students have demonstrated outstanding results in reading, mathematics and scientific literacy. Finland has an extremely cold geography and culture, a history and culture that has suffered from colonization and bullying, a Lutheran religious culture that is justified by faith, a political culture that builds a welfare state, and a reading culture that all people participate in. Chinese education has a long history that can be traced back to the present, and there is a strong national culture that can be explored. Compared with Finland, basic education in our country is solid and strict. The comprehensive training in the Finnish education system and the concept of "common good" are worthy of in-depth study.

**Key words:** Chinese education; Finland; basic education

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## 1. Introduction

From the perspective of the balance of educational resources and the pursuit of excellent performance, Finnish basic education can be regarded as a successful example of Western society. Studying the cultural background and national cultural foundation of Finnish basic education, whether it is a deep understanding of Finnish education practice, or the development of my country's education theory and practice, has important reference and reference value.

## 2. Comparison of Educational Ideas and Educational System between China and Finland

In China, the education of children is the most serious problem for a family. From small to speech and demeanor, living habits are big enough to love the country and the people, and make meritorious deeds. Our usual method is to use the five thousand years of Chinese civilization and Confucianism to formulate an intangible framework. The children educated in this way develop the instinct not to cross the thunder pool, and lack the ability to innovate and dare not try new things. It can even be said insecure. From the beginning of kindergarten, parents tried their best and spent a lot of money, just to go to a better school and in a better atmosphere. In fact, this move poses a huge threat to the economy of most families. The following is my general classification and statistics of kindergarten tuition in our country (Table 1).

**Table 1.** Statistics of kindergarten tuition fees in China

Public Kindergarten	First Level	600~900 a month
	Level 2	300~500 a month
	Level 3	There are basically no three-level nurseries except for a few areas.
	Demonstration	1100~1400 per month
Private Kindergarten	Ordinary	1500~2500 per month
	Bilingual	10000~50000 per semester
Internationality Kindergarten	Ordinary	50000~120000 per academic year
	Adopt IB Courses	100000~120000 per academic year

Based on the above data analysis, it can be seen that there is a huge gap in kindergarten tuition. Now I want to summarize the differences in curriculum teaching that I personally made to these kindergartens after my investigation.

#### (1) Public kindergarten

The curriculum design of public kindergartens is basically the same for the first, second and third levels, and the difference in performance is reflected in the economic development level of the region where the teachers are located. The biggest difference between the model kindergartens and the first, second and third level kindergartens is reflected in foreign language training. The main courses of level one, two and three kindergartens include manual courses such as nursery rhymes, singing, paper-cutting, pinyin teaching, basic mathematics teaching, and the cultivation of students' living habits. The model kindergarten will have a long period of foreign language teaching and sports teaching.

#### (2) Private kindergarten

Private kindergartens mostly appear in high-end communities, with complete teachers and teaching systems that are in line with foreign countries. The main courses include mathematics, spoken English, English writing, etiquette training, and learning Chinese characters. The charges are higher than public kindergartens. The main reason is that public demonstration kindergartens have limited places and most of these private kindergartens have a trusteeship function.

#### (3) Internationality kindergarten

International kindergartens are commonly known as aristocratic kindergartens, not only because of their high prices, but also because their courses use IB courses and are taught in English. Focusing on the cultivation of extracurricular interests, courses including fencing, swimming, chess, and equestrianism will be offered, and small-class teaching will be adopted. Another bright spot is that this kind of kindergarten basically adopts the direct mode, and students have no pressure to enter a higher education.

The above is the analysis of our kindergartens. It is not difficult to see the imbalance of teachers. Our country's education system largely depends on the national conditions. Our country is a populous country due to the severe talent gap in the teaching profession due to the liberalization of second-children in recent years. These factors are all decisive factors for our country's education system. Next, I will analyze the ideological issues of our country's education system through some data on the college entrance examination.

In Finland, due to the low population base, education investment and other reasons, it directly shows several major differences with the current situation of education in my country. Small class teaching is adopted in remote areas and even

a school with more than a dozen people appears. Investment in this aspect of comprehensive reading habits. Guidance for students' career choices. These three manifestations analyze the difference between education in my country and Finland from the perspective of phenomena. Below is my summary of the Finnish education system.

### 2.1 Educational concept of equality for all people

"Don't leave a child behind" is the core value of Finnish education. Finland began to implement compulsory education in 1921. In 1968, the Finnish Parliament put forward the slogan: "No matter where you are, you can receive the same quality of education." The "Basic Education Law" was promulgated in 1998, stating that the purpose of education is to "promote social civilization and equality." There are 600,000 elementary and middle school students nationwide and there are more than 4,000 comprehensive schools, with an average of less than 150 students in each school and no more than 20 students. It is a typical small school and small class. When a student has short-term learning difficulties, the teacher will immediately propose a correction plan and conduct individual counseling, and the government will pay for the cost. They are opposed to any form of "ranking" students. Parents never know where their children rank in the class, and teachers do not know. In the eyes of the teacher, all children are "good children". They do this in order to avoid artificially creating "poor students" that will eventually become social baggage.

### 2.2 The "comprehensive school" system

This is the institutional guarantee for the concept of equal education. Earlier, the Finnish basic education system consisted of elementary schools (primary schools), grammar schools and civic schools. The students split up immediately after graduating from elementary school. The "top students" from middle and upper class families choose grammar schools and will go to university in the future as "white collars". Most students from the bottom of society go to civic schools, and after graduation they go to vocational schools and become "blue collars". In 1950, only 27% of school-age children were enrolled in grammar schools. The Finnish government is deeply in crisis about this and believes that the school's hierarchical structure violates the concept of equality, and premature transfer of talents is not conducive to the healthy development of students. They began to reform in 1972, integrating elementary schools, grammar schools, junior high schools, and civic schools into comprehensive schools (elementary school plus middle school), while grammar schools high school evolved into a new general high school. At the same time, the government has incorporated the comprehensive school system into the scope of public finances. All school-age children can receive an equal nine-year compulsory basic education in any comprehensive school. In this way, there is no so-called elimination system for students before the age of 15 or 16, and all children have the same educational opportunities and receive education of the same quality.

### 2.3 High-quality teachers

As learned from Sakarimaki School, Finnish elementary and secondary school teachers must at least graduate with a master's degree. This is a legal requirement that began in the 1970s. The high quality of teachers guarantees a high level of education. In Finland, teachers are a "research-based profession". Teachers must have an in-depth understanding of the latest research results of their teaching subjects and must treat teaching work as a researcher. In other words, teachers in Finland are required to be research teachers. Educational institutions provide teachers with opportunities for training and even studying for degrees for free. There is no independent normal university in Finland, and a comprehensive university has a college of education. The teachers trained in this way have a wide range of knowledge, a reasonable knowledge structure, and a strong ability to innovate in education. In Finland, the most desirable profession for young people is teachers, and the most respected profession in society is teachers.

### 2.4 Autonomy of localities and teachers

Finland formulates and promulgates a national core curriculum syllabus every four years, stipulating the allocation of

public subjects and class hours. As for what to teach, when to teach, how to teach, and what textbooks to use, it is entirely up to the local government, school board and teachers to decide on their own. At present, the Finnish comprehensive school has language elective courses in the lower grades (grades 1 to 6), and the percentage of elective courses offered in the upper grades (grades 7 to 9) accounts for 22% of the total class hours. Students are allowed to study at the pace they deem appropriate, and students are also allowed to take elective courses in other schools according to their needs. This kind of independent and flexible teaching arrangement and independent course selection improves students' self-confidence, and also prepares students psychologically and empirically for their independent development of study plans in high schools and universities in the future.

### 2.5 "Regardless of grade system"

This is a teaching mode commonly practiced in Finnish high schools. This teaching mode cancels the grade division, and the school system is extremely flexible. Students do not need to repeat or upgrade in the high school stage of 2 to 4 years. They only need to choose courses according to their own learning plan to arrange the learning progress. This model breaks the traditional fixed-class teaching model, incorporates active learning and research learning into the teaching process, adapts to the individual differences of students to the greatest extent, meets the needs of students' different inclinations, hobbies and development requirements, and realizes Student-centered teaching principles.

From the above summary, we can see that the Finnish education system is perfect, and all starting points are based on the principle of not missing any child. The education system is fully compatible.

## **3. Research on the Color Structure of "Guan Wu Liang Shou Jing Bian Tu" and "The Last Judgment"**

The fair educational philosophy in Finnish education has created a balanced educational outcome. The Finnish education system has very small differences between schools, and the differences within schools are relatively small. The low difference in student achievement within the school and the class means that all students, including those with learning difficulties, have not been "left behind" and have achieved better development. The former benefited from the implementation of the concept of educational fairness, while the latter benefited from the education and student guidance based on the concept of "common good". Finnish education attaches great importance to basic education and believes that basic education is the stage for students to lay the foundation. Every student should be appropriately developed and cannot be left behind. It also believes that the earlier intervention and guidance for students with learning difficulties, the more beneficial it will be to students future development. This is why the number of Finnish students who need tutoring at the junior high school level is much lower than in other countries. This can also be understood with self-determination theory. Self-determination theory theorists believe that there are three basic psychological needs of autonomy, ability, and belonging in everyone. Only these needs to be satisfied will the external motivation be internalized. In class participation, we can understand it like this: only when students feel that they are capable of doing something, the results can be controlled and decided by themselves, and at the same time they are safe to be accepted, tolerated, recognized, and encouraged in an environment with a sense of belonging, students' activities under the control of their intrinsic motivation will be enhanced. This gives us a lot of inspiration: education should pay attention to students with learning problems in time and take timely intervention measures. The basic education stage is a key stage for students to acquire the knowledge and skills needed for learning and development in future life. It is also an important stage for the development of students' personality. At this stage, timely intervention and guidance are necessary for students with learning difficulties.

#### **4. Conclusion**

China's education is developed by enriching China's traditional culture on China's thick and vast land. China's own culture is the core and foundation of our country's education. We need to be well aware that more than five thousand years of historical and cultural accumulation has shaped our country's traditional culture, and our country's excellent traditional culture is broad, profound, and inclusive. We should have firm cultural self-confidence, fully excavate the excellent traditional culture, deeply rooted in it, and carefully and reasonably learn from the useful experience of foreign countries, so as to make our country's education develop forward.

#### **Conflicts of Interest**

The author declares no conflicts of interest regarding the publication of this paper.

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